

Entrepreneurship Training, Job Creation and Youth Empowerment

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Abstract

This research was conducted to investigate the role of entrepreneurship training on job creation and youth empowerment. The study relies solely on secondary sources from reputable books and journals. It has been determined that entrepreneurship plays a critical role in empowering young individuals, as enables them to enhance their skills and competence, thereby increasing their employment prospects and income levels. Moreover, it recognizes that entrepreneurship training encompasses interdisciplinary programs designed to cultivate an entrepreneurial mindset, foster innovation, and promote growth; these programs are instrumental in helping young people navigate social and economic challenges. The study proposes providing a comprehensive training approach for youth, particularly those residing in underdeveloped nations, while emphasizing the importance of integrating entrepreneurship policies into national plans and initiatives. Furthermore, the article suggests that development and educational institutions should implement structured entrepreneurship training programs to bolster employability by equipping young people with market-relevant competencies.

Keywords: Entrepreneurship, Training, Entrepreneurship Training, Entrepreneurial Skills, Job Creation, Youth Empowerment, Economic Empowerment, Psychological Empowerment, Somalia

1. Introduction

Entrepreneurship is a pivotal concept in the realms of development, human resources, and economics. The topic of entrepreneurship has been actively discussed at international forums, with numerous studies conducted on this subject at that level. For instance, notable academic work has been produced by McDougall & Oviatt (2000), Covin & Miller (2014), Nor, (2021). On the domestic front, entrepreneurship is regarded as a valuable instrument for job creation (Nor, 2023), poverty alleviation (Simon, 2005), and overall progress. Moreover, from a macroeconomic perspective, it is recognized as an engine for economic growth (Ajide & Dada, 2023) due to its facilitation of idea-resource matching and mobilization of financial capital. Additionally, contributing to societal rejuvenation are entrepreneurship's crucial roles in generating wealth and employment opportunities while fostering an entrepreneurial culture within society itself (Inyang & Enuoh, 2009). Entrepreneurs not only capitalize on accessible opportunities in their surroundings to reap advantages but also contribute value to society by creating job opportunities and promoting business activities (Inyang & Enuoh, 2009). To this effect, certain institutions and governments have established specialized agencies to foster entrepreneurship, while others mandate the inclusion of entrepreneurship courses in academic curricula for young individuals at various educational levels – including colleges, universities, and even schools (Adegun, 2013).

These initiatives aim to equip them with entrepreneurial skills and enable to establish new business ventures (Adegun, 2013). Such endeavors address interconnected challenges like youth unemployment and poverty reduction (Baxter et al., 2014), thereby striving to enhance the quality of life for these individuals. The fundamental aspects emphasized within entrepreneurship training include learning, earning, and saving (Baxter et al., 2014). This training program is anticipated to provide young individuals with entrepreneurial skills by

enhancing their abilities in various areas such as managerial, decision making, human resource management, financial management, marketing management. It also aims to develop their leadership qualities in problem solving and motivation while promoting professionalism through ethics and social responsibility (Inyang & Enuoh, 2009). However, the deficiency in entrepreneurial skills has resulted in a decrease in the number of start-ups initiated by young individuals (Brixiová et al., 2015).

Various stakeholders are allocating resources towards the training and empowerment of youths, with the objective of generating employment opportunities, income, and reducing poverty to achieve complete economic diversification (Omeje, et al., 2020), while also tackling economic stagnation and fostering economic development. It is widely acknowledged that youth empowerment is a matter of great concern for all nations, particularly in countries with large youthful populations grappling with high rates of unemployment (Maigida, et al., 2013). However, Somalia faces an alarming situation as over 70% of its population resides below the poverty line (Kulmie, 2023; Nor, 2021) and approximately 70% of its society comprises young individuals (Hanad, 2019). Moreover, the socioeconomic advancement of the nation is hindered by various factors (Kulmie, 2023). Empirical data reveals that self-employment and youth employment rates are significantly lower in underdeveloped countries compared to adults in developed nations (Mohamed, 2017). Consequently, this research endeavor delves into examining the impact of entrepreneurship training on the creation of job opportunities and the empowerment of young individuals.

2. Methodology

This study reviewed previous studies conducted by various researchers to examine the significance of entrepreneurship training in the realm of job creation and youth empowerment. The paper utilized secondary data gathered from diverse sources such as articles, thesis, and books that are pertinent to the variables under examination. The researchers selected papers or books closely related to the field of study and subsequently categorized them utilizing systematic review procedures in order to undertake a thorough and methodical analysis. Initially, this article provides an overview of entrepreneurship as well as entrepreneurship training, job creation, and youth empowerment before exploring the correlation between entrepreneurial training, job creation, and youth empowerment. Additionally, it presents conclusions drawn from an extensive literature review while finally offering recommendations based on these findings.

3. Review of the Literature

3.1 Entrepreneurship Training

The field of entrepreneurship may evoke enthusiasm, prompting us to ponder whether it is an art or a science. However, it unequivocally falls under the purview of both disciplines, serving as a dynamic process that significantly influences individuals and the economic prosperity of society by furnishing financial prospects and fostering innovation (Kollie et al., 2011). This concept has consistently been associated with identifying opportunities for advancement (Cuervo, et al., 2007), fostering ingenuity, mobilizing resources, assuming risks, promoting growth, and ensuring sustainability (Nieman et al., 2003). Scholars, researchers, and policymakers commonly refer to this phenomenon as entrepreneurial behavior (Mohamed & Abdullahi, 2023; Miller, 1983) or as embracing the entrepreneurial function, initiative, factor or spirit (Cuervo, 2007). Furthermore, scholars study entrepreneurs as individuals by examining their personal characteristics such as appearance and psychological profile encompassing self-assurance, risk tolerance, and ambiguity acceptance (Javed et al., 2018) —as well non-psychological factors like family networks, education, experience etc. (Cuervo, 2007; Nor, 2017).

Entrepreneurs are individuals who actively engage in the practice of entrepreneurship (Kulmie et al. 2023; Carton et al., 1998). According to Stevenson and Jarillo (1990), entrepreneurship can be defined as a deliberate process through which individuals pursue opportunities, either independently or within established organizations. Furthermore, this process involves the identification, evaluation, and exploitation of potential opportunities for innovation and growth (Cuervo et al., 2007). In addition to creating new ventures, entrepreneurship also encompasses activities that occur within existing institutions (Shane & Venkataraman, 2007). Consequently, many nations are modifying their policies surrounding entrepreneurial and small business enterprises, as well as placing greater emphasis on entrepreneurial education and awareness (Ladzani & Van Vuuren, 2002). Nevertheless, the failure of small businesses has been linked to the absence of entrepreneurship training during the initial stages of the establishment (Al-Awlaqi et al., 2021; Ladzani & Van Vuuren, 2002). In order for entrepreneurship to effectively contribute to youth empowerment, job creation, economic advancement, and poverty eradication – drawing from multiple studies - it is imperative that entrepreneurs undergo appropriate training (Ogundele et al., 2012). The acquisition of knowledge, skills, and attitudes pertaining to one's profession through a systematic process known as training enables individuals to accomplish various tasks with optimal

effectiveness and efficiency (Ogundele et al., 2012; Mullins, 2010).

3.2 Objectives of Entrepreneurial Training

The objectives of entrepreneurship training can be perceived from various perspectives. Entrepreneurship training seeks to cultivate one's own entrepreneurial skills, acquire knowledge related to entrepreneurship, learn the process of becoming an entrepreneur, and initiate a business enterprise (Henry et al., 2005; Hytti & O'Gorman, 2004; Hytti, 2000). As elucidated by Tittel & Terzidis (2020) and Roach (1999), the aims of entrepreneurship training encompass enhancing individuals' capacity to identify business opportunities. According to Carolyn Brown (2000), this form of instruction is designed to furnish individuals with the ability to generate ideas, establish a business venture, and establish a sustainable enterprise. Anwar et al. (2022) and Hills (1988) highlighted that entrepreneurship training intends to enhance students' proficiency in comprehending and executing the steps involved in initiating and managing a new business entity. Other researchers have provided a summary of the objectives of entrepreneurship training which include personal development and enterprise development. It is evident from these findings that various experts have put forth different goals pertaining to entrepreneurship training. Generally, this form of training should encompass three fundamental aspects, namely the entrepreneur, enterprise, and environment (Onstenk, 2003; Kourilsky, 1995). The ultimate aim of entrepreneurship training is to enrich individuals' attitudes, values, motivations, abilities, and knowledge in the field (Mwasalwiba, 2010; Johannisson, 1991). However, it should be acknowledged that the specific objectives may vary depending on factors such as target audience, duration of the program, resource availability, and perceived effectiveness (Azim, 2013).

3.3 Characteristics of Effective Entrepreneurship Training

Scholars and practitioners have provided considerable consideration to the provision of entrepreneurship schooling and instruction (Azim & Al-Kahtani, 2014) and it is more standard due to its ability to link practice with theory (Ratten & Jones, 2021). This educational practice has been thoroughly documented as a crucial endeavor for both personal and organizational growth (Tracey & Tews, 1995). Wise & Ezell (2003) posited that in order to ensure the efficacy of such training programs, it is imperative to center on the instructional process itself. Moreover, participants should be granted ample opportunities for active involvement and assume accountability for their own learning. Furthermore, they must also be given access to networking events in order to expand their professional connections. A successful training program prioritizes the needs of the learner, fosters positive behavior and practical life skills, motivates and inspires individuals, and acknowledges both individual and group achievements (Wise & Ezell, 2003). Consequently, it is imperative for the program to present accurate information while maintaining a positive mindset. To ensure this, it is essential to employ appropriate training techniques when disseminating content based on identified requirements; specifically, conducting formal and systematic evaluations of training needs using suitable approaches and strategies is crucial. Elements that impact the efficacy of training efforts, as per Tracey & Tews (1995), encompass pre-training expectations, performance during training sessions, transferability of acquired knowledge/skills to real-life situations, as well as inherent individual characteristics.

3.4 Entrepreneurial Skills

Entrepreneurship training is a well-organized and structured program that aims to equip participants with the essential knowledge, skills, and mindset necessary for identifying opportunities and establishing new businesses (Ho et al., 2018; Cope, 2005). The entrepreneurship training or educational program should encompass a broad range of business-related knowledge as well as specific knowledge pertaining to ventures and opportunities (Welsch, 2003). Moreover, research by Ogundele et al. (2012) emphasizes three fundamental areas of skills needed by an entrepreneur: technical skills, business management abilities, and personal entrepreneurial skills. This type of comprehensive training serves to provide young individuals with relevant competencies within their respective locations while empowering them to initiate fresh enterprises (Nor, 2023). Furthermore, it is imperative to establish an environment that cultivates collaborative entrepreneurship (Ratten, 2021). In several nations, the majority of poverty alleviation initiatives are centered around entrepreneurship, with a particular emphasis on empowering young individuals (Ogundele et al., 2012). For entrepreneurship training programs to truly prosper, it is essential for them to be relevant and applicable within their respective settings (Paul Dana, 2001). Rae (1997) has identified the specific competencies required by entrepreneurial individuals which include leadership abilities, negotiation skills, problem-solving aptitude, effective communication and persuasion skills, creativity and innovativeness in thinking processes critical assessment skills as well as efficient time management, and robust social networking capabilities.

3.5 Job creation

The primary objective of studying entrepreneurship is not only to gain an understanding of established businesses, but also to acquire the knowledge and skills necessary for creating and managing new small-scale enterprises. Tafamel (2017) asserts that entrepreneurship is widely encouraged on a global scale, with developing countries showing particular interest due to its potential for creating employment opportunities, maximizing resource utilization, and enhancing productivity. Entrepreneurship necessitates the ability to identify potential prospects (Welsch, 2003) and effectively convert them into viable business ventures that generate employment for founders, employees, and the broader community. Moreover, individuals who have received entrepreneurial training are highly sought after within local business environments (Welsch, 2003). Additionally, Ho et al.'s research (2018) suggests that entrepreneurship training programs may prove successful in improving the entrepreneurial capabilities of young individuals.

Entrepreneurship assumes a pivotal role encompassing various aspects such as youth employment, poverty reduction, and innovation (Bandiera et al. 2012). A multitude of factors including economic downturns, high rates of unemployment, and global business instability in numerous countries have compelled policymakers and other political leaders to prioritize the potential contribution of the private sector and entrepreneurs towards job generation. Furthermore, there is an increasing recognition among decision-makers regarding the importance of cultivating an entrepreneurial workforce that fosters creativity and innovation, both within public institutions and private enterprises. Such measures are deemed essential for fostering sustainable economic growth while ensuring dignified work opportunities (ILO, 2011). Moreover, numerous nations are presently exploring ways to promote youth entrepreneurship as a fundamental aspect of comprehensive and extensive youth employment strategies. Schramm & Litan (2009) and Birch (1979) assert that entrepreneurship is not merely regarded as a means of job creation but is also recognized as the primary catalyst for job generation and expansion. In addition, it serves as an instrumental tool in achieving stable income streams and enhanced profitability for marginalized individuals (Karlan & Valdivia 2011; Hermes & Lensink 2007). An increasing number of microfinance institutions are actively working towards enhancing the human capital of micro-entrepreneurs with the objective of improving their client's quality of life while simultaneously striving towards poverty eradication goals (Karlan & Valdivia, 2011).

Entrepreneurship training programs facilitate the development of individuals equipped with the necessary skills to embark on new business ventures. According to a recent report by the Global Entrepreneurship Mentor in 2022-2023, entrepreneurship serves as a catalyst for job creation and income generation, propelling innovation through the transformation of ideas into new goods and services. Furthermore, it expedites structural change within economies and contributes to overall societal well-being (Hill et al., 2023). The fundamental pillars of economic progress lie in the establishment of employment opportunities, income growth, and value augmentation. Many aspiring young individuals aspire to establish their own enterprises and forge self-sustaining vocations. Notably, experts advise these young visionaries to take charge of their future by actively shaping it rather than relying solely on governmental institutions' provision of employment opportunities (Dawson, 2021). Furthermore, young individuals are often posed with the inquiry as to why they aspire to embark upon entrepreneurial ventures. Nevertheless, responses to this query diverge greatly across individuals. Hill et al. (2023), however, concisely categorize these motivations into several overarching themes; namely, striving for societal transformation, pursuing substantial financial gain or high income levels, upholding longstanding family customs or practices, and procuring a means of livelihood amidst limited job opportunities.

The collective worldwide count of youth experiencing unemployment stood at 73 million in 2022, and 75 million in 2021 (ILO, 2022). Africa possesses the most youthful population, with approximately 420 million individuals aged between 15 and 35. Nevertheless, only one out of six within this demographic is engaged in wage-earning employment, another third are involved in precarious means of employment, while an additional third remain unemployed (African Development Bank Group, 2016). Research indicates that there exists no facile or straightforward approach to enhancing job expansion on this particular continent. Furthermore, Fine et al. (2012) propose that the implementation of isolated worker training programs or entrepreneurship support initiatives is unlikely to yield significant results. Additionally, within Africa, the primary obstacles hindering business firm development have been identified as macroeconomic conditions (55%) and potential political instability (40%), as expressed by business leaders. Likewise, employers reported these factors to be the main barriers impeding job growth. In light of this information, it is imperative for governments to take action to remove these hindrances in order to promote private-sector expansion and effectively foster entrepreneurial endeavors.

3.6 Youth Empowerment

The term empowerment has garnered increased attention as a means to encompass the vital element of development (Surrey, 1987). Empowerment represents a multifaceted process that facilitates individuals in assuming responsibility for their own lives (Page & Czuba, 1999). This concept embodies the linkage between personal capabilities, inherent support systems, and proactive initiatives toward societal transformation and policy (Perkins & Zimmerman, 1995). Policymakers and practitioners alike recognize empowerment as a key developmental objective (Mosedale, 2005), particularly with regard to marginalized populations such as young women and impoverished individuals (Duflo, 2012). This process holds particular significance due to the pivotal role played by youth in any given society's progress. Youth empowerment entails motivating young individuals to assume control over their destinies (Larson, 2000). The six interconnected dimensions of youth empowerment encompass psychological, community, organizational, economic, social, and cultural empowerment (Kar et al., 1999).

3.6.1 Economic Empowerment

It is undeniable that employment has a profound impact on an individual's life, value, identity, well-being, and economic development, in addition to providing income or fulfilling a task. Entrepreneurship training plays a significant role in equipping young people with the necessary skills to navigate their respective market environments and identify opportunities. This empowers them to mobilize resources and establish their own business ventures. Consequently, this enhanced the ability that enables youths to generate income from their endeavors and address their financial needs effectively. Adenutsi (2009) asserts that entrepreneurship leads to empowering individuals economically - a crucial element for achieving inclusive economic growth, equality, and overall development. Henceforth, policies concerning entrepreneurship training initiatives primarily target youth, women, unemployed individuals as well as those who are self-employed or reside in rural areas (GEM 2012; Wu & Pangarkar, 2006). This demonstrates a significant shift in the perception of policymakers towards entrepreneurship. It is recognized as an effective means to address social issues such as unemployment, poverty, and criminal activities (Volkman, 2009), as well as to empower youth and women. Research indicates that female entrepreneurs are more inclined to reinvest their earnings into their families, education, and communities (Valerio et al., 2014). However, young women entrepreneurs in developing nations encounter obstacles in obtaining financial support and often struggle with diminished self-confidence (Yadav & Unni, 2016). In order to enhance youth empowerment, it is imperative that these challenges be addressed; an effective approach for doing so involves implementing comprehensive entrepreneurship training programs.

3.6.2 Psychological Empowerment

Psychological empowerment is a crucial aspect to consider in enhancing performance and responding to workplace changes (Stander & Rothmann, 2010; Spreitzer, 1995). It also serves to enhance employees' sense of control and motivation (Stander & Rothmann, 2010). Extensive research has been conducted on the concept of empowerment, which Conger and Kanungo (1988) define as a process that identifies and eliminates factors causing powerlessness by offering efficacy information to elevate an employee's self-efficacy. According to Stander & Rothmann (2010), psychological empowerment exists when individuals perceive some level of autonomy in their work lives. Additionally, personal empowerment is deemed essential in management practices (Barringer et al., 1998) for effective business management.

According to Odongo (2023), young individuals in certain countries display limited skills, lack confidence in their entrepreneurial potential, desire employment opportunities, and have a weak sense of entrepreneurial identity. As a result, many nations have recognized the significance of implementing structural policies such as entrepreneurship training to equip their citizens, especially the youth, with essential entrepreneurial skills and competencies (Valerio et al., 2014). Consequently, it is evident that entrepreneurship training ought to enhance both the awareness of entrepreneurial opportunities (Baron & Ensley, 2006) and the self-assurance among young individuals regarding their entrepreneurial capabilities (Ho et al., 2018; Chen et al., 1998). In order to achieve effective youth empowerment, it is essential that the entrepreneurship program designed for youth empowerment encompasses all aspects of individual, organizational, and community empowerment (Ledford, 2013). Additionally, the program should be developed based on an understanding of the distinct needs of various segments of the youth population (Chalasan, 2013; Nor, 2023). Zimmerman (2000) asserts that the potential for empowering young individuals lies in establishing strong connections between individuals, organizations, and their communities. By prioritizing these connections, the objective of fostering positive development among young people becomes more feasible.

3.7 Entrepreneurship Training and Job Creation

There have been multiple research studies examining the effects of entrepreneurship training, youth empowerment, and job creation. Gielnik et al. (2016) conducted a study exploring the positive impact of entrepreneurship training in vocational settings on entrepreneurial behavior. The findings demonstrate that such training increases entrepreneurial activity among young individuals, creates employment opportunities, and fosters income-generating endeavors. Additionally, this study highlights the successful integration of entrepreneurship training within vocational education environments. In South Africa, Steenekamp (2013) evaluated the influence of entrepreneurship training on young people. The author revealed that insufficient basic education coupled with a lack of targeted entrepreneurship instruction continues to contribute to elevated levels of youth unemployment. Likewise, Ali & Ali (2013) conducted an investigation on entrepreneurship development and its potential for poverty reduction and economic growth in Somalia. This paper utilized a correlation research design involving 80 participants in the Benadir region. The researchers discovered a weak positive correlation between entrepreneurship development and poverty reduction. Training is one of the approaches employed in promoting entrepreneurship development. Glaub & Frese (2011) conducted a critical analysis of 30 published studies and 10 unpublished papers to evaluate the impact of entrepreneurship training in developing countries, revealing that such training has a positive influence on entrepreneurial performance.

In their article pertaining to entrepreneurship education and training, Henry et al. (2005) noted an increase in entrepreneurial education and training programs, as well as an emphasis on the scientific and artistic aspects of entrepreneurship. Moreover, they acknowledged general consensus regarding the effective instruction of certain areas within the field of entrepreneurship. Dzomonda and Fatoki (2019) conducted a quantitative study that examined the contribution of higher education institutions to the advancement of youth entrepreneurship. The sample comprised 150 business students from a university. The findings indicate that the university in question effectively provides career guidance for aspiring entrepreneurs, but weaknesses were identified in practical entrepreneurial education as well as extending advice and financial support to young individuals. The study highlights the necessity for universities to develop tailor-made programs geared towards young people, while also recommending that government bodies incentivize and encourage institutions supporting the training and development of young entrepreneurs. By assuming this role, governments stand to gain considerable benefits. Multiple authors have asserted that the provision of entrepreneurship training serves as a means to alleviate poverty by fostering the generation of employment opportunities. The prevalent predicaments facing numerous societies in modern times include but are not limited to, high levels of unemployment, leading ultimately to dire impoverishment.

3.8 Entrepreneurship Training and Youth Empowerment

In a study conducted by Ogundele et al. (2012), the investigation of entrepreneurship training and education as a means to alleviate poverty was carried out. The researchers utilized simple regression analysis to analyze data collected from 250 entrepreneurs and apprenticeships. Their objective was to ascertain the correlation between technical skills and youth empowerment, as well as personal entrepreneurial skills. The results indicate a significant association between entrepreneurship training and education alongside youth empowerment, particularly in relation to acquired technical skills. Similarly, Azim (2013) conducted a study on Entrepreneurship training in Bangladesh. It has been noted that both educated young individuals and those who have dropped out of college or high school express a keen interest in acquiring knowledge and skills related to entrepreneurship, recognizing it as a financially rewarding alternative. Consequently, numerous developed and developing nations now regularly enact measures such as entrepreneurship education and training.

A study conducted by Llisterri et al. (2006) emphasizes the significance of youth entrepreneurship, as well as the challenges and opportunities encountered by young entrepreneurs in Latin America and the Caribbean. This document evaluates the effectiveness and extent of various entrepreneurship programs being implemented by institutions, civil society groups, and governments to support aspiring young entrepreneurs while fostering an environment conducive to their aspirations. The research has successfully determined that the primary reason for the failure of entrepreneurial ventures within their initial months is a deficiency in both experience and resources. To mitigate this high rate of failure, it is advised by the researchers that public and private organizations intensify their endeavors to aid young individuals through means such as offering training programs, small loans, and technical guidance. Additionally, fundamental reforms pertaining to entrepreneurship education and professional training are deemed necessary according to this study. It emphatically highlights the significance of entrepreneurship within developing nations and economies with limited financial resources.

In 2018, Olaniran & Mncube conducted a comprehensive analysis of the challenges hindering effective youth

entrepreneurship and vocational education. They argued that Entrepreneurship and Vocational Education (EVE) plays a crucial role in facilitating youth employment and enhancing employability in the modern era. The study involved surveying one hundred and two (102) young individuals participating in various entrepreneurship and skill-acquisition programs. The findings of the survey indicate that Nigeria faces several major obstacles when it comes to promoting youth entrepreneurship and vocational education. These include unfavorable perceptions towards these fields, a disconnect between the training provided and the skills demanded by the labor market, as well as uncertainties surrounding financial support for establishing self-owned businesses. The study makes several recommendations, one being that entrepreneurship and vocational education training should be more focused on guiding young individuals toward selecting appropriate skills training aligned with current labor market demands. The acquisition of entrepreneurial competencies through entrepreneurship training is imperative for the growth and success of businesses and professionals.

In their research on entrepreneurial competencies, Mitchelmore and Rowley (2010) established that these competencies encompass a specific set of skills and behaviors necessary for commencing a business. The paper further contended that governmental agencies and other entities widely employ entrepreneurial competencies in their pursuit of economic development and business triumph. Governments consistently endeavor to modify their economic climate and commercial landscape. However, as asserted by Hofer and Charan (1984), transitioning from an entrepreneurial organization to one managed professionally necessitates an ample assortment of managerial talents alongside appropriate training. Of utmost significance is the provision of training programs that equip participants with contemporary skills relevant to market demands. In spite of the training and opportunities that empower individuals to embark on entrepreneurial endeavors, there exist additional determinants crucial for the success and accomplishment of young individuals in their pursuits. For instance, a well-functioning government, corruption-free systems (Kulmie et al. 2023), adherence to ethical business principles, and robust legal safeguards play pivotal roles in shielding individuals and fostering assurance in their abilities. Avnimelech et al. (2014) posit that nations plagued by rampant corruption exhibit diminished levels of productive entrepreneurship. Kulmie (2023) discovered a detrimental impact of corruption and other financial transgressions on entrepreneurial activities, investments, and overall development. Nevertheless, concerns regarding entrepreneurship are widely acknowledged as significant across various contexts.

4. Discussion and Conclusion

Entrepreneurship has been the subject of extensive research in order to understand its impact on the economy, business, and development. A systematic analysis of the existing literature, including those considered in this study, has identified that entrepreneurship plays a crucial role in empowering youth and women. This investigation also revealed that entrepreneurship studies encompass interdisciplinary programs focusing on equipping individuals with the necessary skills for establishing new enterprises or pursuing specific lines of work. The review further demonstrated that young people who received training in entrepreneurship exhibited enhanced entrepreneurial abilities and proficiency, leading to improved employment prospects. Moreover, these acquired knowledge and skills in entrepreneurship not only bolstered their ability to initiate new ventures but also ultimately augmented their income levels. Researchers have highlighted that such entrepreneurship training represents a strategic approach towards achieving empowerment among youth as it fosters qualities including an entrepreneurial spirit, innovation, and growth. It is evident that entrepreneurship training plays a significant role in the creation of employment opportunities and the empowerment of youth. The conducted study concludes that programs aimed at providing entrepreneurial education assist young individuals in acquiring the necessary skills to overcome socioeconomic challenges, consequently facilitating job creation. To address this matter comprehensively, it is recommended that comprehensive training be offered to youths, particularly those residing in underdeveloped nations. Additionally, this article proposes that governments develop policies that endorse entrepreneurship as a form of youth empowerment and integrate these policies with other national initiatives while prioritizing enhancements in the workforce's employment prospects. Furthermore, universities and other educational institutions are encouraged to implement entrepreneurship-focused training programs as a means to enhance young individuals' employability by equipping them with market-relevant skills.

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Authors contributions

Mohamed Abdirahman Abdulle responsible for study design. Bile Mohamed Abdi was responsible for data collection. Dayah Abdi Kulmie and Mukhtar Sheikh Hussien drafted the manuscript and Mohamed Ali Adam revised it. All authors read and approved the final manuscript. All authors contributed equally to the study.

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